DOCUMENT RESUME

ED 228 184 SP 022 002

AUTHOR Book, Cassandra L.
TITLE A Course in Classroom Communication with a Focus on Facilitating Group Interaction.
PUB DATE 24 Feb 83
NOTE 19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 24, 1983.)
PUB TYPE Reports - Descriptive (141) -- Guides - Classroom Use - Guides (For Teachers) (052) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Classroom Communication; *Classroom Environment; *Communication Skills; *Education Courses; Group Discussion; *Group Dynamics; Higher Education; Interpersonal Communication; Nonverbal Communication; Observational Learning; Teacher Education

ABSTRACT

A classroom communication course combines both the study of communication variables in the classroom and the opportunity for students to practice some communication skills they might use as classroom teachers. The course has three major objectives. In seminar style, the students and teacher together will identify questions worth exploring in the area of classroom communication. Reading the textbooks and additional related readings, the participants will be prepared to contribute to classroom discussion. A second objective of the course is for students to experience classroom management by conducting creative instructional sessions. The third goal of the course is for students to observe classrooms first-hand by either tutoring or researching in them. These objectives are reached through four assignments: daily class participation, a final take-home essay exam, small group presentations, and an individual project involving observation. Included in this paper, which describes the course, are 10 lesson plans for the semester, based on a 3-hour class period. These lesson plans contain such things as: suggested audiovisual aids (particularly videotapes, movies, and slide presentations), sample discussion questions, group projects, and a final examination. (JM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED228184

A Course in Classroom Communication

With a Focus on Facilitating Group Interaction

Cassandra L. Book

Associate Professor
and
Assistant Dean for Teacher Education

College of Education
Michigan State University

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Cassandra L. Book

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP 022 002

Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Detroit, Michigan, February 24, 1983

The topic of classroom communication has been explored by a number of authors[1] and has been the focus of courses both for communication students as well as students in education curricula in general. There are many different approaches to the course, including the more traditional approach of providing typical classroom speech experiences for the prospective teacher or the approach often used in graduate seminars of reading empirical studies which focus on classroom variables and their effects on students' learning or affective responses. This article will describe a classroom communication course which combines both the study of communication variables in the classroom and the opportunity for students to practice some communication skills they may use as a teacher in the classroom. Throughout the course there is constant emphasis on putting into practice the communication principles taught.

The three major objectives of the course are:

1. In seminar style, the students and teacher will conjointly identify questions worth exploring in the area of classroom communication. Using the textbooks as a basis for exploration, participants will read appropriate chapters and additional related readings from books and journals for each class period so that all can contribute to class discussion.

2. Students will experience classroom management by conducting creative instructional sessions.

3. Students will observe classrooms first-hand by either tutoring or researching in them.

These objectives are reached through the following four assignments:

1. Daily participation in class discussion, including reference to research, readings, and personal experience constitutes 10 percent of the participant's grade.

2. A final essay-type, take home examination which synthesizes the coursework is worth 30 percent of the final grade. An oral discussion of the final exam occurs during the last class period/examination period.

3. In small groups, students make in-class presentations on one of the following topics: the shy student, self-concept development, expectations, leadership, attraction, norms, communication or cohesiveness as related to the classroom. During the presentation the student must:

   (a) actively engage all participants in internalizing key concepts for at least one-half of the period,

   (b) provide class members with a meaningful well-organized handout that incorporates key concepts beyond those presented in the textbooks and provide a bibliography of research that substantiates the concepts,

(c) make practical applications of the concepts to the classroom and the overall nature of the course, and

(d) go beyond the material available in the textbooks.

Thirty percent of each group member's final grade is based upon the relevance of the activity to the concepts presented, quality of the pragmatic ideas generated, overall organization and quality of the presentation and handouts, and skillful use of discussion/small group strategies. The handouts are due the day of presentation and the presentation plans must be discussed with the instructor no less than one week before the presentation is to be made.

4. Finally each student completes one of the following activities worth 30 percent of the final grade:

(a) The student may work in a class or with an individual student during the regular school day throughout the quarter. A student choosing this option keeps a journal of his/her observations in the school, classroom, and teaching/learning situation, and responds to personal observations regarding the topics discussed in this course. The journal is to include 17 two page typed entries on each of the major topics identified on the course agenda including the eight previously listed, teacher roles, student roles, discussion techniques, small group techniques, school environment, a systems view of the classroom, nonverbal communication in the classroom, cognitive learning, and affective responses of students. Each entry must

(i) describe a specific observation from the tutoring situation pertinent to the topic discussed,

(ii) draw inferences from the literature about this observation, and

(iii) make evaluations or suggestions about the situation based on the class material.

(b) The second option allows the student to design a research project which involves firsthand observation in a classroom. Significant research question(s) and methods of research are written and handed in for approval by the instructor. The review of related literature, statement of the problem and intended method of research is handed in early in the quarter and the final report which includes those sections plus the results, discussion of findings, and implications for further research is handed in at the end of the quarter.

To prepare students for the assignments by introducing the material, demonstrating the types of activities they are to engage the class in, having them experience instructional discussion, and utilizing multiple media, the following agenda is conducted by the instructor and students. Class periods extend for three hours as described here.

DAY ONE

Objective: Explore perceptions of classroom environment and the interaction of teachers and students in it.

Activities: (I) Ideal Classroom

Students are asked to draw their "ideal classroom" for whatever level they choose (i.e., elementary, secondary, or college). They are then divided into groups according to the grade level for which they designed the classroom and are asked to show their pictures to each other, create a list of characteristics their drawings had in common, and put that list on the chalkboard.

The lists of common characteristics are then orally summarized for the rest of the class, with sample drawings shown, and commonalities among lists derived. Discussion follows on what makes a classroom "ideal" and what role teachers play in facilitating an "ideal" climate. It is always exciting to find some students drawing people (stick figues usually) in their classrooms with some putting smiles on the pupils' faces because "in an ideal classroom, students are happy learners." Discussion follows about why some people thought of a classroom in terms of layout and facilities and others thought of people.

This exercise serves the purposes of introducing the students to one another by giving them a topic to discuss, yet one that springs from their experiences and reveals some of their perceptions about classroom communication. In addition, it serves as a model of one type of small group learning strategy. An instructional discussion may be led by the instructor when comparing and contrasting what make a classroom "ideal" for different levels.

(II) Lecture: Systems View of the Classroom

A lecture on the key concepts of a system, including inputs, outputs, boundaries, interacting components, interdependence, is given with specific application to classroom communication.

(III) Slide-Tape Presentation: The Geranium on the Window Sill Just Died But Teacher You Went Right On by Albert Cullum (Harlin Quist Press, 1971)[2]

This book lends itself to being recorded on an audio-tape with the pictures put onto slides. Permission to do this for classroom use can be obtained by writing the publisher. This slide-tape presentation is shown and students are asked to comment upon their reactions to the book. The systems view of the classroom is applied to the types of teacher-student interactions portrayed in the book with special attention given to the probable effects on the students who experience such classrooms. Comparisons of the views of classes shown by Cullum with the lists of "ideal" characteristics are made.

Students are asked what of the slide-tape they had experienced either as a student or as a teacher and how they felt about it. The concept of interdependence, as the components of the system and other inputs interact, is discussed as illustrated by this slide-tape.

(IV) Group Communication in the Classroom--Agree-Disagree List

Students are given the following agree-disagree list to fill out. Students are encouraged to seek answers to the questions in their reading and be prepared to defend their choices. During the next class session, if time permits, those questions which are still most controversial (those with the most disparate responses) are debated.

Group Communication in the Classroom--Agree-Disagree List

Consider each of the following questions and respond either true or false. These questions are intended to stimulate throught. You will have the opportunity to discuss the ones you find most interesting with the class.

1.	Group interaction has a significant impact on self concept.	T	F
2.	The teacher has ultimate control in the classroom.	T	F
3.	An impersonal physical setting is directly responsible for noninterpersonal classroom interaction.	T	F
4.	Self-concept is fluid, with each interaction having the potential to alter an individual's self-concept.	T	F
5.	It is beneficial for students to experience traditional and nontraditional classrooms, with neither type being dominant.	T	F
6.	Students will interact more freely in a class with no imposed restraints.	T	F
7.	Students need to feel influential to maximize feelings of self-worth.	T	F
8.	Too much cohesiveness can be detrimental to the goals of the teacher.	T	F
9.	A successful teacher engages in a great deal of horizontal communication.	T	F
10.	A high disclosure climate is necessary for maximum interaction.	T	F
11.	Categorizing students based on previous behavior patterns provides an open environment for interpersonal interaction.	T	F
12.	The increasing complexity of social conditions makes it more important for people to be able to function in groups.	T	F
13.	The communication needs of people are changing with changes in society.	T	F
14.	It should be the responsibility of schools to help students learn behavioral skills that will equip them to fill useful roles in society.	T	F
15.	Students are more passive receptacles of knowledge rather than active pursuers of knowledge.	T	F
16.	People have a basic need for stability and/or predictability in their environment.	T	F
17.	Classrooms are, by definition, groups.	T	F
18.	Groups can become more effective as they are able to fulfill more than one of the categories of task-group, task-individual, social-emotional-group, and social-emotional-individual.	T	F
19.	Friendship patterns in an academic setting have no impact on learning.	T	F
20.	Affective interpersonal ties do not necessarily result among people who meet regularly.	T	F

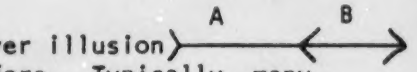
DAY TWO

Objective: Students will recognize the potential effect a teacher's perceptions of students can have on the students' attitudes toward learning and cognitive learning.

Activities: (I) Show the old woman/young woman ambiguous figure picture. Have students tell her age and something about her. Highlight different perceptions of the participants. Discuss stereotyping, judging people from appearances and the effect of first impressions in general. Then discuss examples of stereotyping students, particularly based on such information as school records, knowledge of older siblings, reports from other teachers, and appearance of the students. Both the value and harm of using such perceptions about students when interacting with them should be identified.

(II) Have participants try to connect the nine dots arranged thusly: with four straight lines without lifting the pencil from the paper. Next have participants form six out of IX by adding one line. Finally, pose the problem: Two children were born to the same mother and father on the same day of the same year within minutes of each other, yet they were not twins. How could this be?

After "catching" the participants in these "tricky" questions, discuss the problem of seeing things in new ways, of trying not to see things from only one frame of reference. Discuss examples of seeing individual students or whole classes in one way and the hazard of doing so. Brainstorm ways of breaking out of such patterns when interacting with students.

(III) Show an abridged form of the Mueller-Lyer illusion 

and ask how many participants have seen it before. Typically, many have. Then ask which line is longer, A or B? The response comes back, "they are equal." Recognize that people have seen it before and know from past experience that the lines are equal, although they appear different in length. Have someone who is confident of the answer measure the lines. Because the lines have been altered, one line is actually longer. Discuss the effect of expectations on how we approach situations and people. Discuss the effect on interactions when teachers expect students to behave in certain ways and limit their perceptions.

(IV) A brief lecture is given reporting the research findings cited in Teacher-Student Relationships: Causes and Consequences by Jere E. Brophy and Thomas L. Good (NY: Holt, Rinehart and Winston, Inc., 1974). Examples of the ways in which teachers have been found to communicate low expectations to students such as "waiting less time for lows (low achieving students) to answer, rewarding inappropriate behaviors of lows, criticizing lows more frequently than highs (high achieving students), praising lows less frequently

than highs, not giving feedback to public responses of lows, paying less attention to lows, calling on lows less often, seating lows farther away from the teacher" (pp. 330-333) are identified. The "Pygmalion effect" is described and supported with research from the classroom.

(V) Next students participate in a small group learning activity which requires role-playing. Copies of the student roles (e.g., the silent student, the discouraged worker, the attention-seeker) are distributed to students who are divided into groups of six to ten people. A leader is assigned to each group and given a copy of the "Scholarship Agreement Exercise." The exercise describes five people each with varying personal and academic characteristics, who are seeking a scholarship to attend college. The group is to decide who should receive the $2000 per year scholarship, who should not receive the scholarship, and how any additional monies may be dispersed among the applicants should more become available. The group members are to take on the characteristics of the student roles as they seek a group consensus on the problem, but must not tell group members what roles they are playing.

Discussion is stopped when all groups have decided who gets the scholarship or at the end of a reasonable time even if no consensus has been reached. Then group members are asked to

1. What was learned about roles students play? (i.e., How do they feel in a group? How do they participate in accomplishing a task? What can affect their behavior positively? What needs do they have?)

2. What did the leader or other member do or could have done to work with the students' needs?

3. What personal reactions did people have to the roles, how did those reactions affect their interactions, and how might those feelings be triggered in an actual class?

4. What stereotyping was done of the scholarship applicants? How did those expectations for the success or failure of those people affect choices that were made? What characteristics, personal or academic, affected individuals' or groups' decisions most?

5. How did the group function? Were guidelines for discussion approved? Was one person most influential? Were standards for selection determined before comparing candidates?

The EDIT[3] system is used to process this activity to demonstrate the technique. After the experience of participating in the problem-solving discussion, students describe what happened, what they

observed, and what they felt. Then inferences or conclusions are drawn, and, in this case, related to the textbooks reading assignment, the previous lecture and exercises on perceptual barriers. Finally, students are asked to transfer the conclusions to another situation, specifically, the classroom and teachers' stereotyping of students and the positive and negative effects of that, as well as their personal reactions to different student roles.

DAY THREE

Objective: Acquaint students with instructional discussion and types of small group discussion methods.

Activities: (I) Show students a videotape of Jody Nyquist talking about leading discussion[4] and review characteristics of instructional discussion [5] and levels of questioning.[6]

(II) Review the types of small group discussion methods described in Joseph A. Olmstead's book entitled Small Group Interaction: Theory and Practice, (Alexandria, VA: Human Resources Research Organization, 1974) identifying examples already used in class. Describe the research on the Jigsaw Classroom.[7]

(III) Show the movie "Strategies of Small Group Learning"[8] and compare examples of small groups in the film with those defined in Small Group Interaction. Have students identify types of questions used in the discussion segments on the film and discuss the extent to which characteristics of instructional discussion were used.

DAY FOUR

Objective: Discuss various teacher roles and research on classroom management.

Activities: (I) Discuss the roles fulfilled by teachers and the factors which affect how teachers fulfill their own and other's expectations. Also discuss classroom interaction patterns as described in Teaching Speech by George L. Lewis, Kathryn T. Schoen, Russell I. Everett, and James W. Gibson (Columbus, Ohio: Charles E. Merrill, 1969) and orientation to task, individuals, and group as described by Johnson and Brooks, "Conceptualizing Classroom Management" in Classroom Management: The Seventy-eight Yearbook of the National Society for the Study of Education Part II, Daniel L. Duke (Ed.), Chicago, IL: University of Chicago Press, 1979.

(II) Videotapes of teachers in actual classrooms are shown to students in dyads. The teachers are exhibiting some extreme teaching styles such as authoritarian, laissez-faire, etc. One student in the dyad is to take the position of the first teacher on the videotape and respond to questions about his/her attitudes

toward students and how they learn, classroom management style, and roles played. Specifically, the following four areas are explored:

1. What are your perceptions of the teacher's expectations, role conflicts, and performance?

2. In what way did the teacher attend to the variables of clarity, variability, enthusiasm, task-oriented/business-like attitude, criticism, teacher indirectness, student opportunity to learn criterion material, use of structuring comments, and multiple levels of cognitive discourse? (These variables were identified in Rosenshine and Furst's 1973 summary of studies in which naturally occurring teacher behavior was related to measures of student growth.)[9]

3. How did the teacher demonstrate orientation to the task, to individuals, and/or to the group? (See Johnson and Brooks' article in Classroom Management.) What was the teacher's apparent concept of management?

4. How did the teacher direct the communication flow with and among students? (See Teaching Speech.)

After the first person has had ample time to respond to questions regarding his/her teaching style and philosophy, the second person role plays the next teacher on the videotape and responds to the same questions from that person's point of view.

The whole class then can "EDIT" the activity by describing how they responded to the various teachers both as a defender of one and as an interrogator. They are to draw conclusions about the positive and negative aspects of each management style and educational philosophy, particularly in light of the readings. Finally, the students will transfer the conclusions reached about the interaction of teaching style and learning to their own teaching styles and philosophies and what they have observed or experienced in the classroom.

(III) If time permits, in small groups, students may assume they are a committee whose task is to create the criteria and weighing of criteria to be used in selecting an outstanding teacher. Each group may be given a different grade level: elementary, secondary, junior-middle school, university. Discussion should follow on differences and similarities of criteria for the various grade levels and the extent to which the criteria reflect the research on what teacher behaviors make a difference in students' learning.

DAY FIVE[10]

Objectives:

1. Students will identify environmental variables at three levels: school district/community, individual school, and individual classroom/learning area.

2. Students will identify those variables over which they have some control as teachers.

3. Students will demonstrate how use of classroom space and manipulation of semi-fixed features changes the classroom environment.

4. Students will differentiate between a desirable and an undesirable classroom environment and give reasons for labeling each.

5. Students will make application of concepts to personal teaching goals.

Activities: (1) Students are given a handout which identifies three levels of environmental concerns including:

1. The school district/community--amount of money in yearly budget; size of geographic area served; functional diversity of geographic area served (e.g., farms vs. industry vs. metro area); socio-economic status of area served and range of socio-economic status; number, age and general quality of building; quality of related facilities; community attitudes toward education; philosophy of administrators; political leanings of the community; past history and experiences of district; amount of "red tape" in the system; hiring requirements and teacher evaluation policies;

2. The school-accessibility; number of grade levels; number of students per teachers; amount, kind, and quality of equipment and facilities; range of types of learning spaces available; general lay-out and use of space; architectural "message;" surrounding property/artifacts; time allotment; number and types of areas for social interaction;

3. The classroom/learning area--size; fixed features, such as walls, windows, chalkboard, bulletin boards, furniture, doors, movie screen, study carrels, lights, floor covering; semi-fixed features, including desks, tables, shelves, media equipment, room dividers, books and subject materials, other furniture, rugs; color of paint; location(s) and quality of lighting; additional decorations such as plants, posters, etc. Each

of the items are discussed, particularly citing research on the relationship of any item and learning or affective response to the course. Additional items are added as students brainstorm them.

(II) In small groups, students will construct the "worst possible" environment for teaching at the junior/senior high, elementary, and university levels and the "best possible" environments. Groups are provided with classroom shells and fixed features and moveable pieces representing desks, chairs, tables, etc. Discussion of the best and worst classrooms is conducted.

Sample discussion questions include:

1. Is it possible for students to have privacy in this classroom? Why or why not? Of what sort? Where?

2. Is it possible for students to "stake out" territory in this classroom? Why or why not? Where?

3. Does the desk/table arrangement encourage or discourage interaction? Why? Are some stations more likely to be sources of interaction than others? Why?

4. Why did you put the teacher's desk where it is? What does this "say" to the students? What sort(s) of behaviors does this location permit/suggest? What sort of control does it imply, if any?

5. What will the tables be used for and by whom? Will they get much use where they are? Why or why not?

6. What other furniture/equipment did you add? Why? How and by whom will it be used?

7. What about moveable chalkboards and bulletin boards? What purpose(s) do they fulfill? Are they used to the best advantage?

8. How did you use the window space? Why?

9. Why is this classroom especially appropriate/inappropriate for teaching certain subjects? Certain grade levels? Explain.

10. Does your arrangement confer status on anyone in particular (in addition to the teacher)? Why or why not? Does it suggest any areas of possible low status? Why or why not?

11. What would you say goes on in your classroom most of the time? Why do you say that?

12. How is your management style reflected in the arrangement of the classroom?

(III) A brief lecture may stem from material in "Planning Modern Learning Facilities" in Educational Technology (June, 1970) and William R. Todd-Mancillas, "Classroom Environments and Nonverbal Behavior" in Larry L. Barker (Ed.) Communication in the Classroom (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1982).

DAYS SIX - NINE

As indicated in the assignments, students, in pairs or groups, present the next six topics. One and a quarter hours is allocated for each topic, during which time the students are to actively involve the class in a learning experience which will illustrate the key points or can be used in an elementary or secondary classroom to accomplish a goal relevant to the topic (e.g., identify or assist shy students, build group cohesiveness). The students must use some small group activity and must lead an instructional discussion or use the "EDIT" system to process the activity. Handouts of key concepts, a summary of pertinent research, activities to use in the classroom, and additional references are to be created and distributed. Group Processes in the Classroom by Schmuck and Schmuck provides the basic reading for the topics of expectations, communication, cohesiveness, norms, leadership, and attraction/friendship which are all considered in terms of the classroom group. The topics of the shy student and self-concept development require additional readings. A number of activities and/or supplemental information may be found in the following references:

Applbaum, Ronald, Edward Bodaken, Kenneth Sereno, and Karl Anatol. The Process of Group Communication. Chicago: Science Research Associates, 1974.

Bany, Mary and Lois John. Classroom Group Behavior. N.Y.: The Macmillan Co., 1964.

Book, Cassandra L. "Student Leadership: Inprovement Through Communication Skills," Communication Education, 26 (Sept. 1977) pp. 237-240+.

Book, Cassandra L. and Kathleen M. Galvin. Instruction In and About Small Group Discussion. ERIC: Speech Communication Association, 1975.

Brophy, Jere E. and Thomas L. Good. Looking in Classrooms. N.Y.: Harper and Row, 1973.

_____. Teacher-Student Relationships: Causes and Consequences. N.Y.: Holt, Rinehart, and Winston, Inc., 1974.

Canfield, J. and H. Wells. 100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents. New Jersey: Prentice-Hall, Inc., 1976.

Cartwright, D. and A. Zander. Group Dynamics: Research and Theory. N.Y.: McGraw-Hill, 1968.

Chesler, M. and R. Fox. Role Playing in the Classroom. Chicago: Science Research Associates, 1966.

Friedman, P. G. Shyness and Reticence in Students. National Education Association Publication, 1980.

Johnson, David W. and Frank P. Johnson. Joining Together. N.Y.: Harper and Row, 1973.

McCroskey, James C. "Classroom Consequences of Communication Apprehension," Communication Education, XXVI (January, 1977) pp. 27-33.

Pfeiffer, J. William and John E. Jones. Structured Experiences in Human Relations Training, Vol. I-VII, Iowa City: University Associates.

Rosenthal, Robert. "The Pygmalion Effect Lives," Psychology Today, 7 (Sept. 1973) pp. 56-62.

Simon, Sidney B., Leland W. Howe, and Howard Kirshenbaum. Values Clarification. N.Y.: Hart Publishing Co., 1972.

Zimbardo, Phillip G. Shyness. N.Y.: Harcourt Brace Jovanovich, 1977.

Films which are appropriate for use in the course include:

"The Fable of He and She." Learning Corporation of American, 1350 Avenue of the Americas, New York, NY 10019.

"Free to Be You and Me." McGraw-Hill Films, 1221 Avenue of the Americas, New York, NY 10020.

"Cypher in the Snow." Bringham Young University, Educational Films, Department of Audio Visual Services, 290 Herald R. Clark Bldg., Provo, UT 84602.

"The Eye of the Storm." ABC Merchandising Dept., 1330 Avenue of the Americas, New York, NY 10019.

"The Adolescent Experience--Shaping Identity." Guidance Associates, Harcourt Brace Jovanovich, 1973.

DAY TEN

The final examination questions which had been given as a take home exam are presented on this day. Students are to discuss their answers to the questions (one at a time) by debating one another if different sides are appropriate or participating in an instructional discussion. The teacher facilitates the discussion of each question, allowing each student to provide input. This allows students to hear how others answered each question and expand upon their thinking, including questions they chose not to answer. The form provides the instructor with ideas about how the questions were answered in advance of grading the written responses and gives students an indication of how their responses compared with others and with the instructor's perceptions of the points which should be incorporated. This combination take-home and oral examination culminates the course which attempted to model methods of instruction using small group discussion by providing a method of assessment which is in keeping with the approach.

Classroom Communication Final Examination

(Sample Questions)

Answer four of the five questions. Each is worth 25 points. Try to limit answers to no more than three double-spaced typed pages per question. Identify questions by number.

1. The teacher who chooses to use small group instruction in the classroom may be faced with various types of role conflicts. Discuss the impact of the decision to use small group instruction on teacher roles. In other words, given the various sources of role conflict, discuss what effect using small group instruction may have on the teacher as he/she enacts each role. (25 points)

2. Discuss the value(s) and danger(s) of viewing individual students in terms of student roles. Specifically incorporate the research on expectations and self-concept formation in your answer. Cite specific research in your answer. (25 points)

3. Given the definition of a positive classroom climate by Schmuck and Schmuck (page 27) and the conditions for learning described by Olmstead (pp. 83-86) and group as a setting for learning (pp. 86-91), identify and explain five specific strategies a classroom teacher can implement to achieve the goals of Schmuck and Schmuck and Olmstead. Identify long range strategies not merely one-shot activities, tell how they could be implemented and justify why these strategies should meet the conditions of learning and definition of positive classroom climate. Draw upon your reading, hand-outs, and video-tapes to complete this answer. (25 points)

4. Describe the "ideal" classroom from a communication perspective. Include both physical and psychological features in your answer and relate these features to learning in the classroom. Use references from your readings, lectures and handouts. (25 points)

5. Analyze (describe and explain) the instruction in this class according to each of the following:

   Teacher role
   Environment (physical and psychological)
   Use of Instructional Discussion
   Systems/Process view of the classroom
   Communication structure
   Use of small group instruction
   Variables which are related to student growth

   (Worth 25 points)

Footnotes

[1]Elizabeth Lynn, Improving Classroom Communication: Speech Communication Instruction for Teachers (Speech Communication Association: ERIC, 1976); Gustav Friedrick, Kathleen, M. Galvin and Cassandra L. Book, Growing Together: Classroom Communication (Columbus, Ohio: Charles & Merril, 1976); Jody Nyquist and James Booth, "Instructional Communication: A Basic Course for Teachers," Communication Education (Jan. 1977), 3-26; H. Thomas Hurt, Michael D. Scott, and James C. McCroskey, Communication in the Classroom (Reading, Mass: Addison-Wesley, 1978); Ronald Bassett and Mary-Jeanette Smythe, Communication and Instruction (NY; Harper and Row, 1979); Richard A. Schmuck and Patricia A. Schmuck, Group Processes in the Classroom, Third Edition (Dubuque, Iowa: Wm. C. Brown, Co., 1979); Pamela J. Cooper, Speech Communication for the Classroom Teacher, (Dubuque, Iowa: Gorsuch Scaresbrick Publishers, 1981); Larry L. Barker, Editor, Communication in the Classroom (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1982)

[2]The author acknowledges Dr. James I. Walling, formerly of Central Michigan University, for the idea of this slide-tape presentation.

[3]The EDIT system is described by G.E. Myers and M.T. Myers in the Instructor's Manual to accompany Communicating: People Speak (NY: McGraw-Hill, 1975) and a variation is reported by Anita Covert in the Instructor's Resource Manual (edited by Robert Ableman) to accompany Human Communication: Principles, Contexts, and Skills, edited by Cassandra L. Book (NY: St. Martin's Press, 1980).

[4]This videotape is available from the Department of Speech Communication Instructional Resources Center, University of Washington, Seattle, WA 98195.

[5]Jody L. Nyquist and Ann Q. Staton-Spicer, The Instructional Discussion Method: Learning Packet for the Improvement of Instruction in Speech Communication No. 2 (Seattle, WA: Department of Speech Communication, University of Washington, 1979).

[6]See Norris M. Sanders, Classroom Questions: What Kinds? (NY: Harper and Row, 1966) and Frances P. Hunkins, Involving Students in Questioning (Boston: Allyn and Bacon, 1976).

[7]Elliott Aronson, Nancy Blaney, Cookie Stephan, Jov Sikes, and Matthes Snapp, The Jigsaw Classroom (Beverly Hills, CA: Sage Publications, 1978).

[8]This film by Byron L. Friend is available from Telecine Film Studios Inc., Park Ridge, IL, 1971. It was made in conjunction with a book entitled Learning in the Small Group: A Classroom Manual Based on a National Seminar, Institute for Development of Educational Activities, Inc. (Dayton: IDEA, 1977).

[9]Barak Rosenshine and Norma Furst, "The Use of Direct Observation to Study Teaching" in Robert M.W. Travers (ed.) Second Handbook of Research on Teaching (Chicago: Rand McNally & Co., 1973), pp. 122-183.

[10]The lesson plan for this day was prepared by Dr. Nancy Buerkel-Rothfuss, Assistant Professor, Central Michigan University, Mt. Pleasant, MI.